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ABSTRACT

One of a series of activity guides, this publication offers a variety of learning activities and resource materials for intermediate grade students. The activities and resources include: science activities; word puzzles and other puzzles; arts and crafts activities; language arts activities; poems; outdoor activities; and facts about the environment. Themes of the activities are environmental topics such as plants, animals, soil, and weather. (DC)

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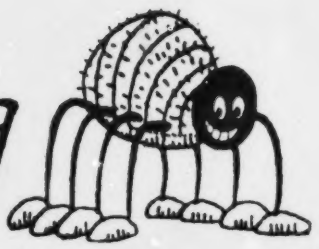
September.....

October.....

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

Travel Bug



1. I have been in these states:

_____

2. I have been to: (check those you have seen.)

a. airport _____
b. art gallery _____
c. ball game _____
d. beach _____
e. mountains _____
f. park _____
g. circus _____
h. museum _____
i. zoo _____
j. planetarium _____
k. train depot _____
l. bus station _____
m. library _____
n. other _____

3. One place I would like to see in the future is _____

_____ because _____

_____.

4. Here is a picture of the special place I would like to see.

WORDS

WORDS THAT MAKE ME HAPPY.....

STRANGE OR FUN SCIENCE WORDS I KNOW.....

SPECIAL DAYS TO ME.....

SUNNY.....

RAINY.....

PLACES WE FIND BUGS.....

WORDS I SAY TO CHEER ME UP

THE SCENT OF THIS PLANT CAUSES A STRONG REACTION.....

The SCIENCE WIZARD who did this is _____.

I learn about science best when _____.

I am careful when the weather is _____ because _____

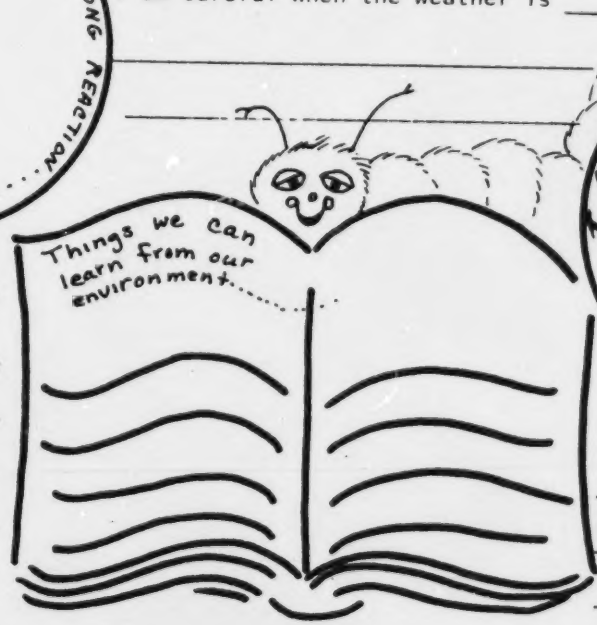
_____

_____

The sun is important because

_____

_____.



Bugs that scare me are _____

_____

_____

_____

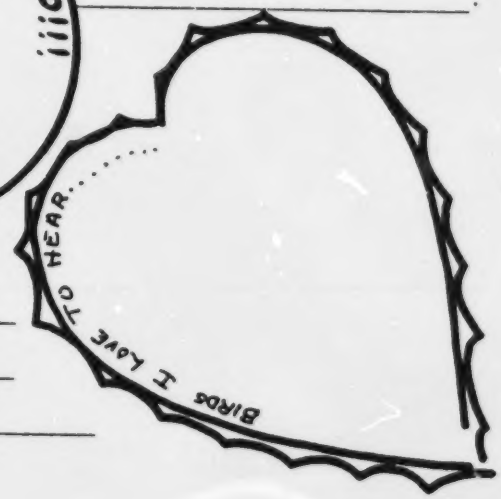
_____

Bugs I like are

_____

_____

_____

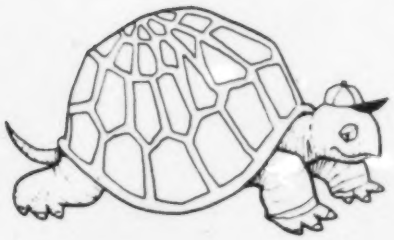


Balloon-Bursting Race

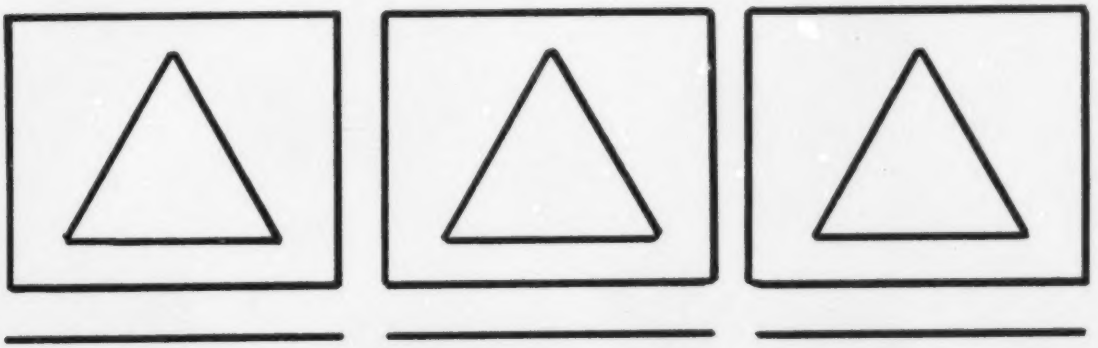
Each child needs three balloons and a magnifying glass. Blow up all the balloons to the same size, tie their necks, and tape or tack them to a wall or big pieces of cardboard. Get your magnifying glasses ready, get set, go! The first child to burst all three balloons wins the race.

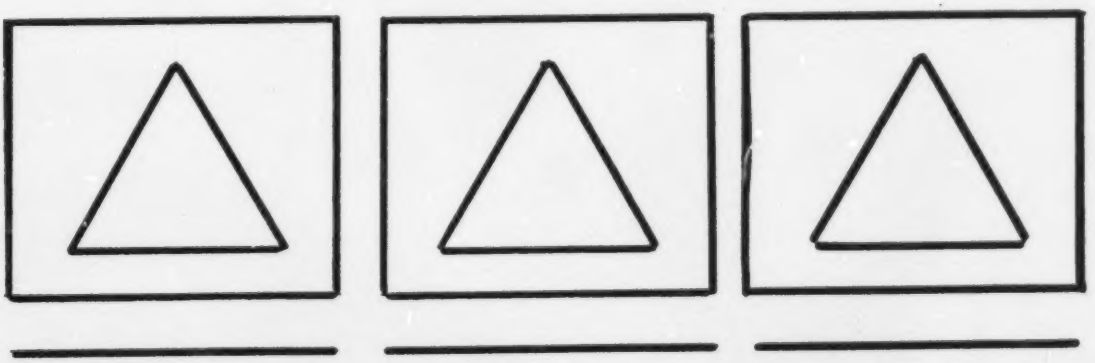
HINT: The bigger the magnifying glass, the hotter it burns. But no matter what size your magnifying glass is, the most important thing is to keep the burning dot small and steady.

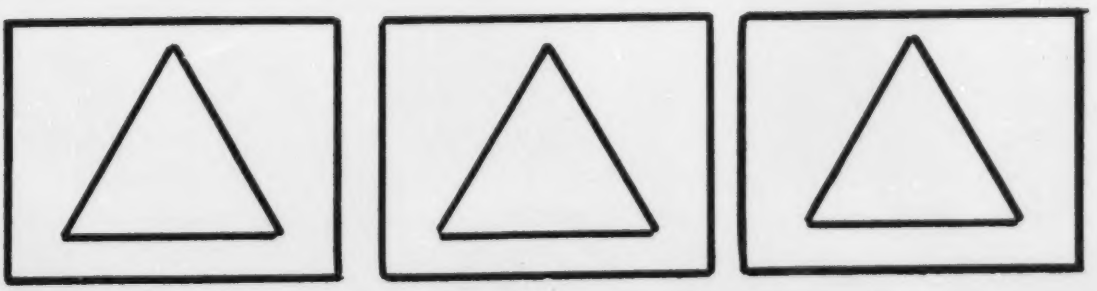
(Fluency.....



HOW MANY DIFFERENT THINGS IN YOUR ENVIRONMENT CAN YOU MAKE OUT OF A TRIANGLE ? GIVE EACH PICTURE A TITLE.







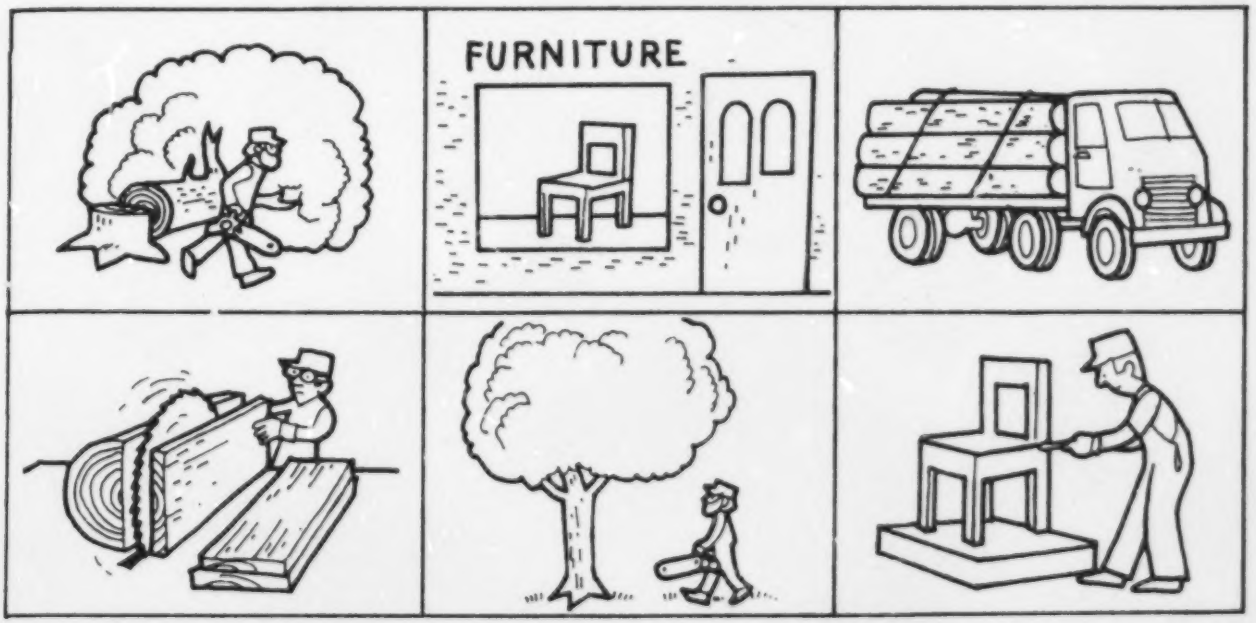
A Tale of a Tree.....

DIRECTIONS:

1. Number the pictures in the correct order so that they tell a story.

2. Pretend you are the tree.

3. Write the story on the lines below. Describe each thing that happens to you and how you feel about it. If you need more space, use the back of your page.



These Objects Can be Ordered

These objects can be ordered. Order the objects by writing number 1 for the largest in each group. Write number 2 for the next largest. Continue numbering the other items in the same way.

1. lake _____
   sea _____
   ocean _____
   puddle _____
   pool _____

2. elephant _____
   dog _____
   moose _____
   lion _____
   cow _____
   bird _____
   man _____

3. shark _____
   minnow _____
   whale _____
   dolphin _____
   trout _____

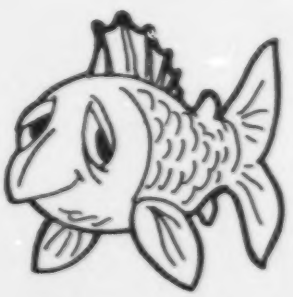
4. ladybug _____
   ant _____
   bee _____
   tarantula _____
   mosquito _____

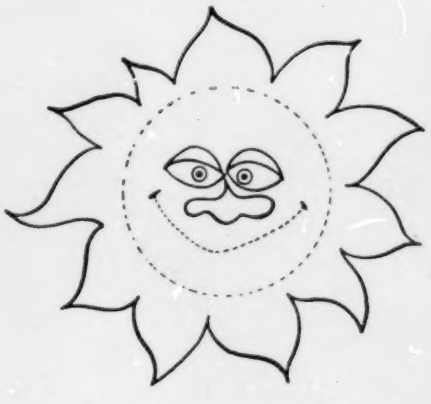
5. tree _____
   flower _____
   bush _____
   blade of grass _____
   a weed _____

6. sparrow _____
   butterfly _____
   fly _____
   wasp _____
   eagle _____
   moth _____

7. country _____
   county _____
   city _____
   state _____
   town _____

8. beehive _____
   barn _____
   doghouse _____
   henhouse _____
   ant hill _____



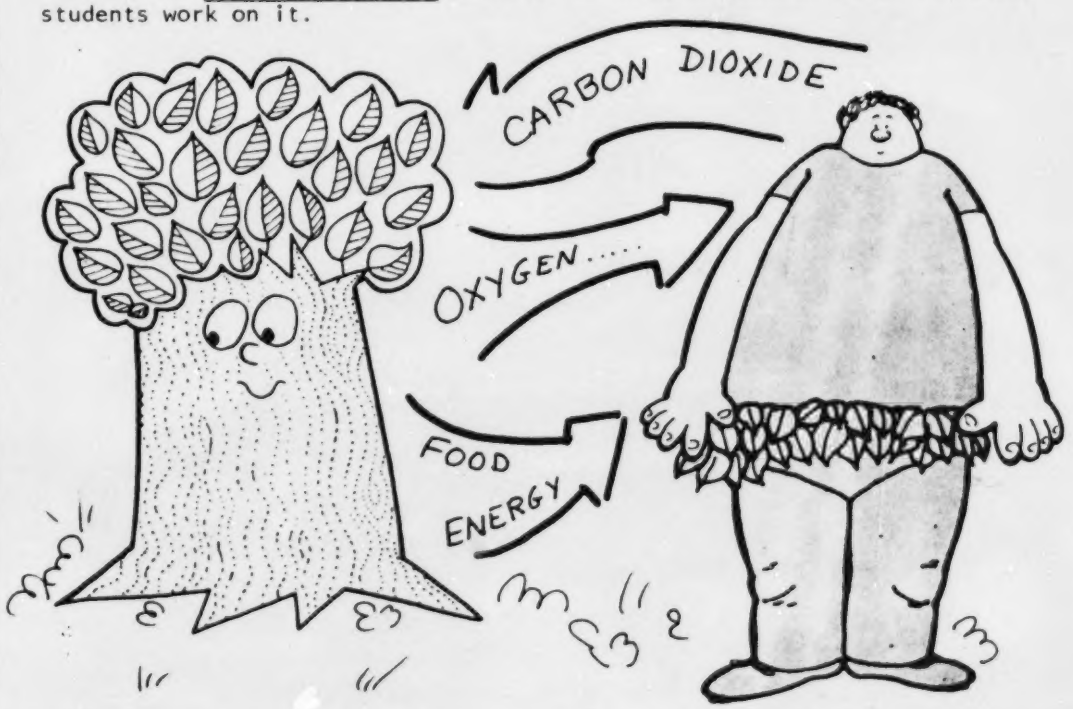


HEY GIANT,

How Does Your Garden Grow?

Who could be better to ask about plants and their growth than our friendly gardener, Georgie Giant? He is made from green poster board, with painted features and varigated green and blue tissue paper leaves. The sun is cut from yellow construction paper and the tree from green and brown, with tissue paper leaves for foliage. The final touch is the caption arrows lettered in orange felt pen or cut out of orange construction paper.

The caption Let's Get Growing could be written on another board with the students work on it.



DIRECTIONS

1. Read paragraph A

PARAGRAPH A

1 2 3 4 5 6 1 7 8
My eyes were fixed on where my line disappeared

9 10 11 12 13 14 15 10 16
into the water. I had not noticed the fast,

17 18 19 20 21 22 23 13
gray clouds flying in. Only too quickly had

24 25 10 26 27 28 29 30 31
they covered the sun. There was a rumble of

32 33 34 12 35 12 36 37
thunder. "Oh, no," I thought, "I won't be

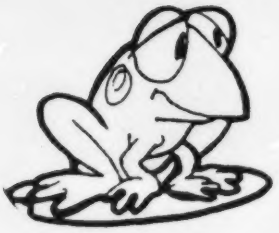
38 39 40 41 42 43 44
able to stay and catch anything now."

3. The words in paragraph A can be used to make a different paragraph. Each word has a number. Write the word for each number shown on the lines to make paragraph B.

PARAGRAPH B

_____,	_____!	_____	_____	_____	_____
33	34	12	13	14	15
_____	_____	_____	_____.	_____	_____
24	13	4	43	6	3
_____	_____	_____?	_____	_____!	_____
32	41	17	29	30	10
_____	_____	_____	_____	_____.	_____
26	8	9	10	11	12
_____	_____	_____	_____	_____	_____
35	10	7	31	18	28
_____	_____	_____	_____	_____.	_____
19	22	16	39	42	12
_____	_____	_____	_____.		
23	25	1	2		

The Frog....



Be kind and tender to the Frog,
    And do not call him names,
As 'Slimy skin', or 'Polly-wog',
    Or likewise 'Ugly James',
Or 'Gape-a-grin', or 'Toad-gone-wrong',
    Or 'Billy Bandy-knees':
The Frog is justly sensitive
    To epithets like these.
No animal will more repay
    A treatment kind and fair;
At least so lonely people say
Who keep a frog (and, by the way,
    They are extremely rare).

The Python....

The Python I should not advise,-
It needs a doctor for its eyes,
And has the measles yearly.
However, if you feel inclined
To get one (to improve your mind,
And not from fashion merely),
Allow no music near its cage;
And when it flies into a rage
Chastise it, most severely.

The Microbe....

The Microbe is so very small
You cannot make him out at all,
But many sanguine people hope
To see him through a microscope.
His jointed tongue that lies beneath
A hundred curious rows of teeth;
His seven tufted tails with lots
Of lovely pink and purple spots,
On each of which a pattern stands,
Composed of forty separate bands;
His eyebrows of a tender green;
All these have never yet been seen-
But Scientists, who ought to know,
Assure us that they must be so . . .
Oh! let us never, never doubt
What nobody is sure about!

Hilaire Belloc

What does the Bee do?

What does the bee do?
   Bring home honey.
And what does Father do?
   Bring home money.
And what does Mother do?
   Lay out the money.
And what does baby do?
   Eat up the honey.

Caterpillar

Brown and furry
Caterpillar in a hurry,
Take you walk
To the shady leaf, or stalk,
Or what not,
Which may be the chosen spot.
No toad spy you,
Hovering bird of prey pass by you;
Spin and die,
To live again a butterfly.

What's Bugging (You.....

IN YOUR "OWN LITTLE WORLD."

1. AT SCHOOL? _____

_____

_____

2. AT HOME? _____

_____

_____

_____

3. IN THE WORLD? _____

_____

_____

_____

4. ABOUT YOURSELF? _____

_____

_____

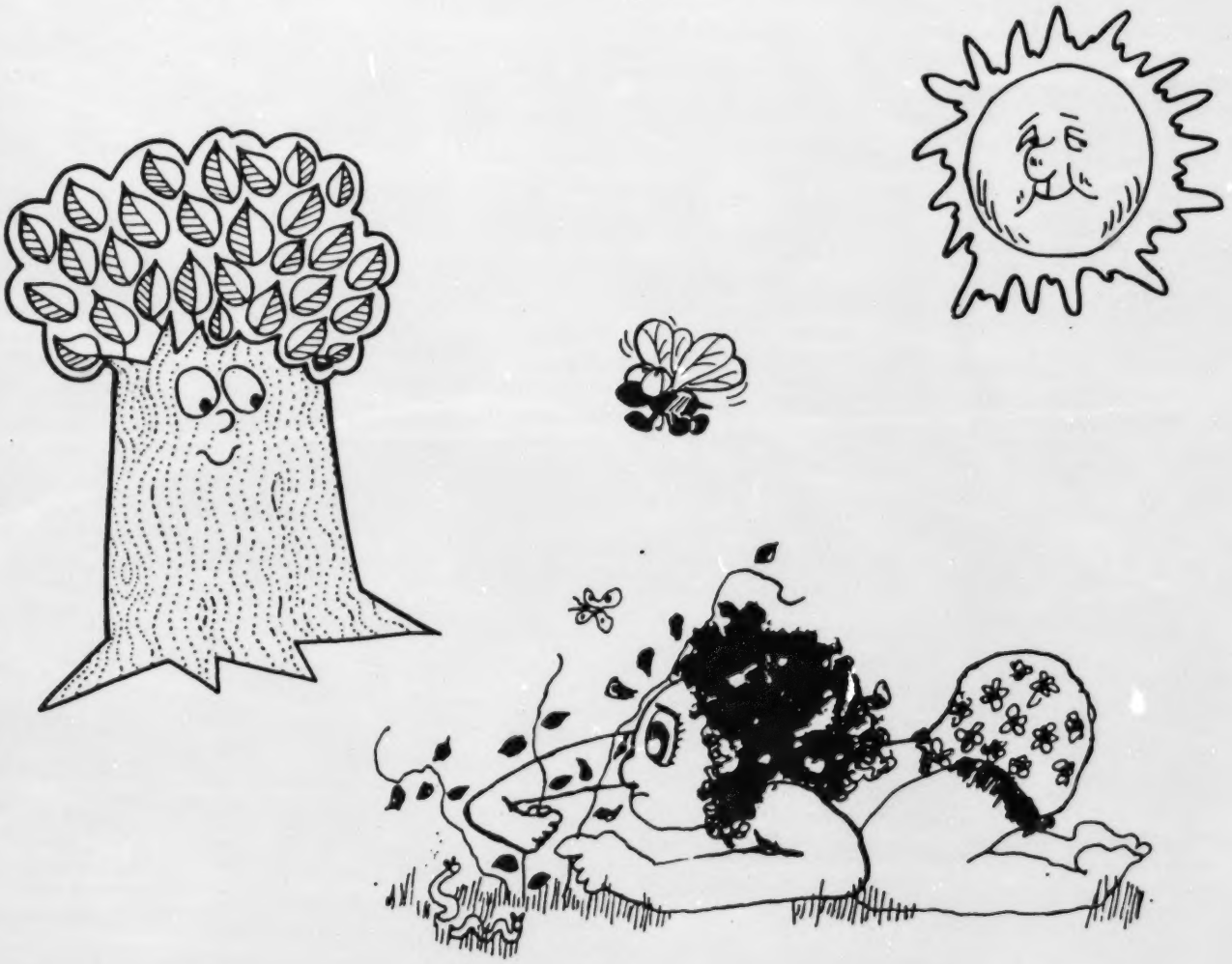
_____

Nature Scavenger Hunt....

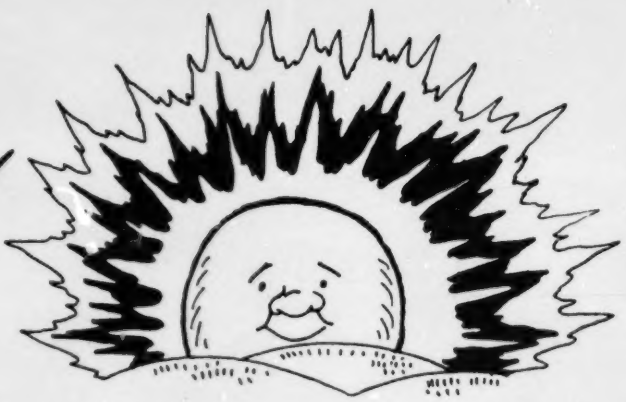
Need:

You need a list of nature items for each group of children. Use a picture of items for the younger children: Examples seed pod, bird feathers, leaves, bark, rocks, worms, soil.

Directions: Each group must go and collect items around the school yard or nearby park. Give a certain time limit. The group that returns with the most items wins. Each group can explain what and where they found their items.



The Sun



The sun is always giving off great amounts of energy. This energy travels out from the sun in all directions. Both light and heat are forms of energy. You can see some of this energy in the light from the sun, and you can feel its heat.

The sun's energy goes through space in waves. These waves are called radiant energy. When the waves strike objects in space, a change takes place in those objects. Some of the radiant energy changes to heat. This heat energy raises the temperature of the object. You can measure this temperature with a thermometer.

Energy from the sun warms our bodies, but it also warms the sea and the land. Energy from the sun causes water to evaporate, that is, to change from liquid water to a gas. This gas rises with warm air. When the air cools, the water in the air forms clouds. Later, it will fall again to the earth as rain.

Plants use energy from the sun to grow. We would not have any food if it were not for the radiant energy of the sun.

THINGS TO DO:

1. Make a notebook with facts and illustrations about the sun: Age, size, sunspots, importance to man.

2. Make investigations to show the effect of sunlight on plants. Compare the progress of plants grown in the dark with those grown in the sunlight.

3. Use a thermometer to measure the temperature of the air. Make a chart and record the temperature at the same time every day.

4. Compare the temperature between the air in the sun and that in a shady place.

5. Observe shadows. Learn how they are made and how they change during the day. What is the length at 9:00 a.m.? At 12:00 noon? At 3:00 pm.?

6. Find out what an eclipse of the sun is? Draw a picture to show how an eclipse occurs.

Quicksand....

WHAT MAKES QUICKSAND?

Quicksand is made up of very smooth, fine rounded grains which forms on sand flats at the shore or at the bottom of streams or rivers which flow on top of bases of clay.

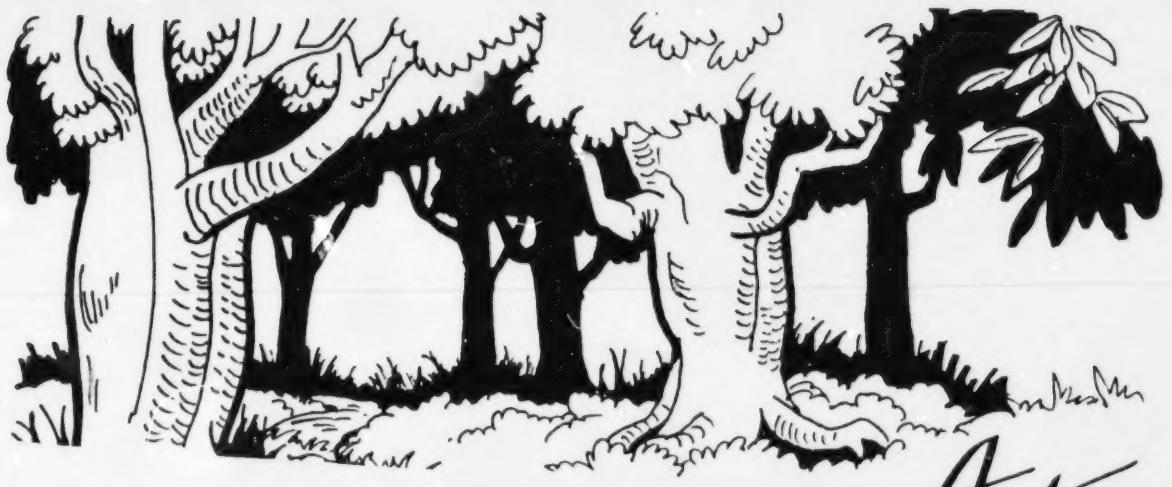
The sand moves in wavy patterns called swells. It does this because the sand is saturated with water. The water has no place to drain on the clay base.

Even though the sand and water mixture is very thick a person who falls into it can float on top by simply laying on his back with his arms outstretched.

Can you imagine.....in 1875 quicksand swallowed up an entire train in Colorado. It was never found even though probes were sent down 50 feet!

HOW TO MAKE YOUR OWN QUICKSAND

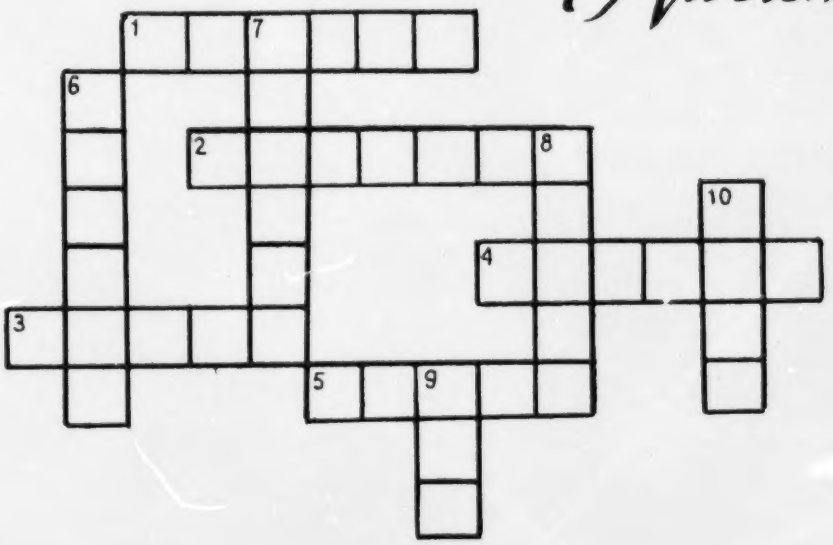
1. Make a hole in the bottom of a pail.
2. Stick a hose up through the hole and make it watertight.
3. Fill the pail 3/4 full with sand.
4. Place a heavy object on top of the sand. The object will stay put.
5. Turn on the hose so that a little water trickles up through the sand. The sand will swell and grains will pull apart. When there is enough water to make the sand "Quick", the object will sink.
6. Turn off the water. The sand will settle and water will come to the top. The sand can now hold another heavy object. This is because the water is squeezed toward the top, and the grains of sand aren't pulled apart as much.



Autumn

WORD BANK

Leaves
Blows
Red
Chilly
Gold
Trees
Harvest
Birds
Colors
Yellow



ACROSS

1. Leaves turn many _____ in autumn.
2. Autumn is the time to _____ the crops.
3. The wind_____the leaves.
4. Red, _____ and brown are autumn colors.
5. _____fly south in autumn.

DOWN

6. The air is _____.
7. _____ fall off the trees.
8. _____are bare.
9. Holly berries turn_____.
10. The wheat looks _____.

Pebble People....

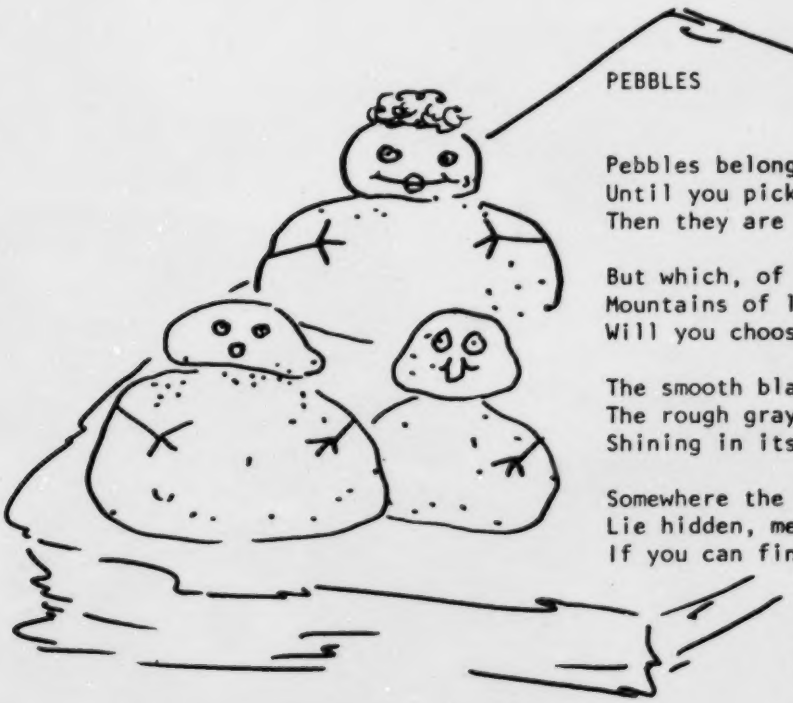
PEBBLE PEOPLE

Need:

Various size smooth pebbles
Small piece of driftwood
Glue
Wiggle eyes

Directions:

Glue pebbles one on top of the other to form a person. Glue person to drift wood. Glue wiggle eyes on face.



PEBBLES

Pebbles belong to no one
Until you pick them up-
Then they are yours.

But which, of all the world's
Mountains of little broken stones,
Will you choose to keep?

The smooth black, the white,
The rough gray with sparks
Shining in its cracks?

Somewhere the best pebble must
Lie hidden, meant for you
If you can find it.

By Valerie Worth

Sandcast a Footprint.....

The beach, a sandbox, or on your portable sand slate are all great places to do sandcasting! You will need:

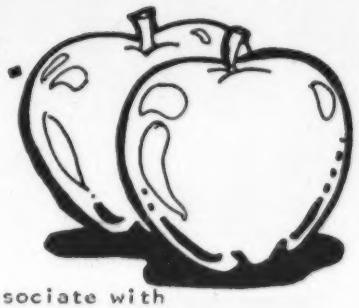
plaster of Paris (buy a 5 pound or 2 kilogram bag at a hardware store)
a large coffee can (2 pound or 1 kilogram size)
a stick that you can throw away
a measuring cup
water

Dampen and pack down firmly an area of sand larger than your foot. Make your footprint in it about 1-1/2 inches deep. Pour 2 cups of water and the bag of plaster of Paris together and stir with a stick. The mixture should be the texture of a thick milkshake. Pour slowly and gently into the footprint right away as the mixture will harden rapidly.

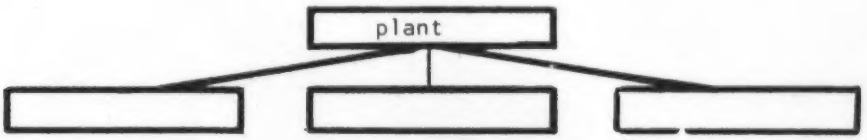
The plaster should feel cool and hard and be ready to lift off in about an hour. Brush loose sand off leaving a thin layer of sand on.

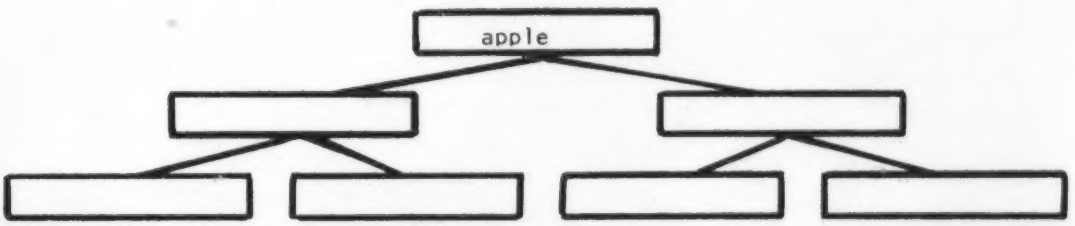
The same method can be used to make fossils with shells and bones, handprints, your name, crazy statues, and giant footprints.

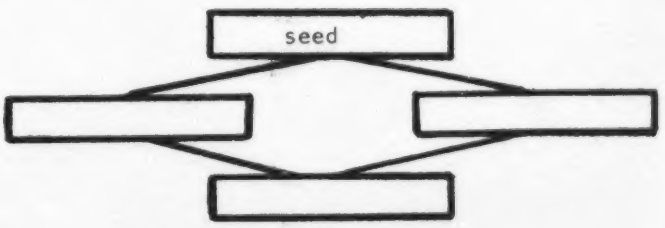
Word Trees.....

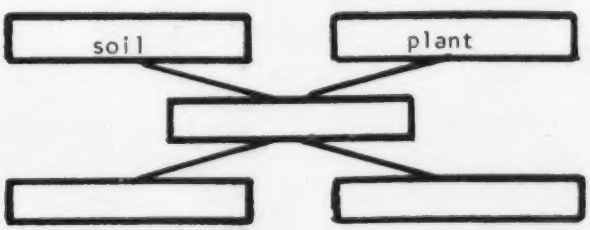


Complete the following word trees by filling in words you associate with those given. Each word will relate (in your mind) to any words connected to it.









Do It Yourself Word Search.....

Make your own word search puzzle. Use the following list of words from your study of science. Then trade your puzzle with a friend. You work his and see if he can solve yours!

Here are some hints for making your own puzzle:

1. Start with the longest word first.

2. Check off words as you go along so you won't skip any.

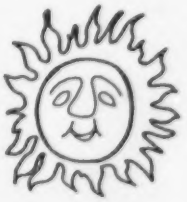
3. Start with an easy puzzle.

4. Words can go from left to right, right to left, straight up, straight down, or slanted from bottom to top, top to bottom.

5. Fill in the remaining blank spaces with other alphabet letters.

SCIENCE WORD LIST:

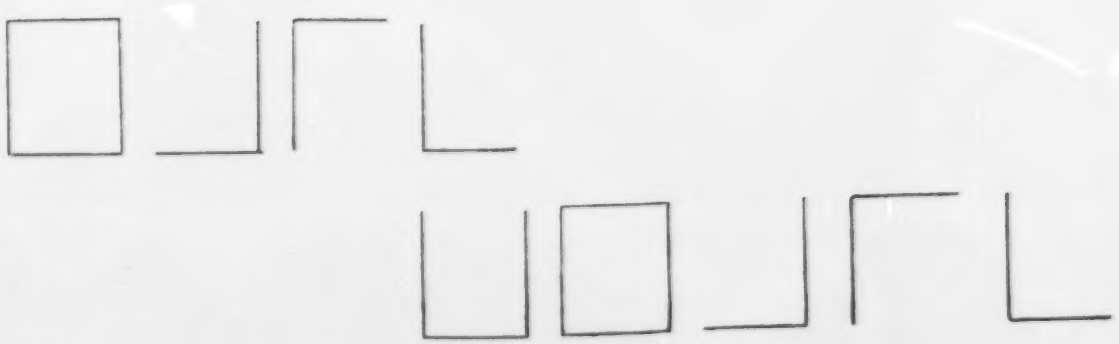
Moon	Rock	Nest
Hill	Soil	Bug
Star	Worm	Island
Root	Water	
Snails	Sun	
Butterfly	Leaves	
Tree	Fire	
Flower	Cloud	



CAN YOU SOLVE THE RIDDLE?

WHAT DO YOU CALL INSECT TROUSERS?

n	p	s
o	a	r
d	m	t

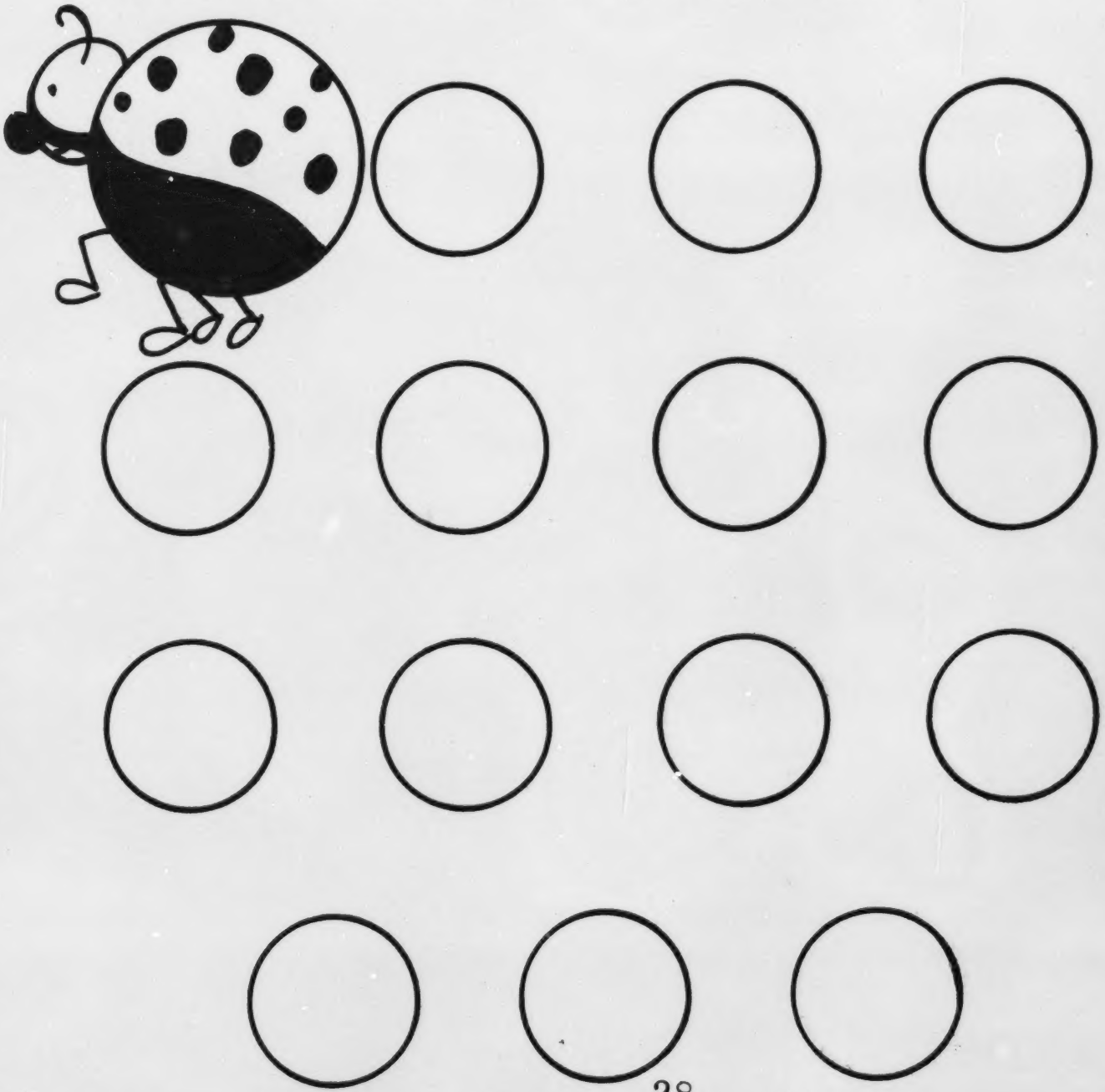


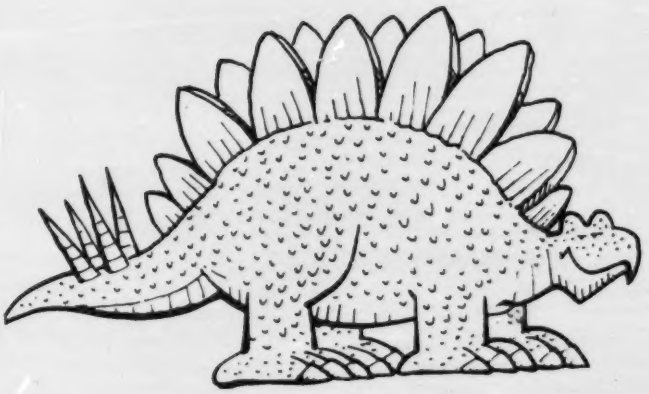
See how many words you can make from the word "Flatlowden ....."

Round 'n Round...

With pencil or crayon add lines to complete your picture. Your lines can be inside, outside, or both. Try to think of things no one else will think of. See how many things you can think of that are <u>ROUND</u>.

**See how many things you can think of that are round in your environment.

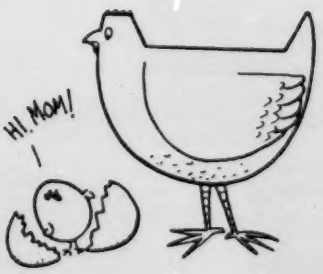




A FLEXIBLE MIND FINDS MANY POSSIBILITIES!

The phrases below can be put together in groups of three to form complete sentences. On a separate piece of paper, put down all the different sentences you can create from any three phrases.

jumped over	a boy named Jack	many rich martians
the mysterious swamp	swam around	helped to find
a purple cow	ran away from	one explorer
traveled to	the sinking ship	some expert joggers
followed after	a three-legged duck	a tall telephone pole
a few passengers	was disguised as	acted in
a horror movie	an ancient ruin	the covered wagon



Pinwheel Mobile

This lightweight sculpture turns and twirls in the lightest breeze. You'll need lots of pinwheels, so get busy. To make a pinwheel, you need:

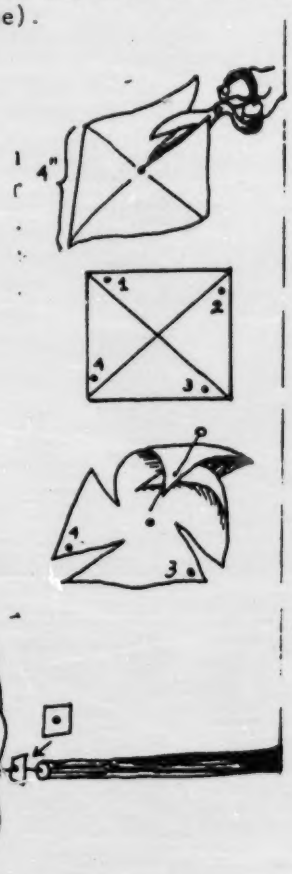
a balsa stick or small cardboard tube (the kind that comes on wire clothes hangers)
a piece of paper
a pencil
scissors
a ruler
a straight pin
a tiny piece of thin cardboard
(You'll also need strong thread, like carpet thread, to make the mobile after you've finished the pinwheels).

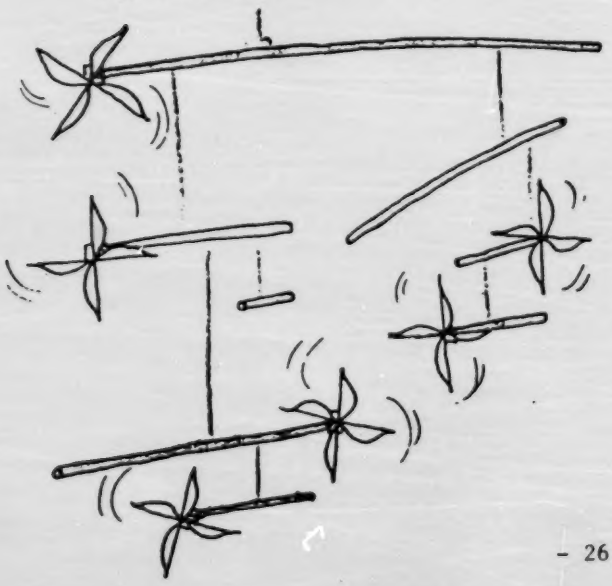
First cut out a paper square that's 4 inches (10 centimeters) on each side. Draw straight lines from corner to opposite corner (use a ruler). Where the lines cross is the center of the square. Poke a hole there with the pin. Cut down each line from the corner, stopping 1/2 inch (1.5 centimeters) before the center hole.

Poke holes in the corners the way the picture shows.

Curl each corner toward the center and slip its hole on the point of the pin. Do the holes in order--1, 2, 3, then 4. When they're all on, push the pin through the center hole.

To complete the pinwheel, stick the pin into the tiny piece of cardboard and then into the end of the balsa stick. (If you use a cardboard tube, then just stick the pin into the side of the end of the tube).





Make as many pinwheels as you want, and then make the mobile. Use the thread to hang each balsa stick from another one. Balance each stick by sliding the thread it's hanging from back and forth until the stick is horizontal. Hang the mobile near your window to catch the breeze.

How many words can you think of beginning with the letters on the left?

	STATES	BIRDS	SPORTS	CARS	STORY-BOOK CHARACTERS
P					
L					
a					
n					
t					
s					

	FOOD	FRIEND	ANIMAL	STATE
T				
h				
a				
n				
k				
s				
g				
i				
v				
i				
n				
g				

You may take 6 "free" ones and still be a Wizard!

Soil Search.....

SOMETHING TO DO:

First get permission to dig up a small piece of lawn. Then with your classmates, measure off a square of lawn one foot square each side. Stand for a while and observe this sample of lawn. What different kinds of living things can you see?

Next, dig down about six inches. Carefully lift out your sample square of lawn. Put this sample in a large paper bag and take it to your classroom. Spread some newspapers on the floor. Then divide the square into several smaller samples.

Carefully take one of the samples apart. Look for plants that are not grass plants. Use a magnifier to search for tiny lawn animals. List the number of different living things you find.

Make a list. Divide into teams.

Make a chart of what you found and discuss.

PLANTS	
grass	𝍸 𝍸 IIII
dandelion	II
plantain	I
clover	II
unknown	𝍸 II

ANIMALS	
earthworm	III
ants	𝍸 IIII
spider	III
snail	II
beetle	I
centipede	I
unknown	𝍸 II

Sunflowers....

The sunflowers in our garden
Have stems that are tall as stilts
And sunshiny blossom-faces
And dresses of leaves, like kilts.

It's funny about the sunflowers.
You don't even know they're there,
Until some morning you notice
They're five feet up in the air.
And maybe a short time later:
You look as you wander by
And suddenly you see them standing
Eleven or twelve feet high.

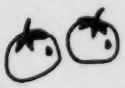
The sunflower plants remind me
Of Amy and Joanie Brown,
Who probably do more growing
Than anyone else in town.
Their mother is just exhausted
From letting down hems each fall,
And can't understand the reason
Her daughters are both so tall.

Although I would hate to tattle
On neighbors like Joan and Amy
(Because-if we had a battle-
Undoubtedly, they'd outweigh me)
I happen to know the reason
The two of them grow like weeds:
Whenever they're here each autumn,
They eat a few sunflower seeds.

By Kaye Starbird

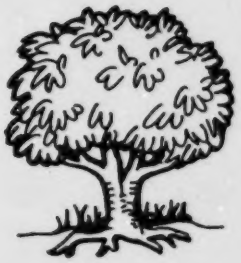
RECIPE FOR TOMATO AND SUNFLOWER SEED SALAD

YOU NEED:



1 (8 oz.) container cottage cheese
4 ripe tomatoes, cut in wedges
4 tablespoons sunflower seeds
1 tablespoon minced parsley
salt and pepper

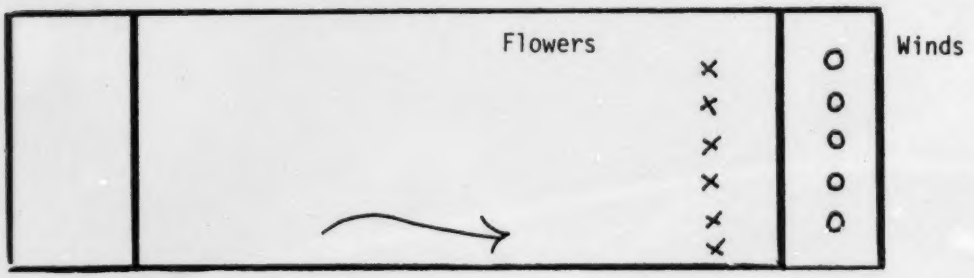
HOW TO: Mix sunflower seeds and parsley. Blend into cottage cheese; salt and pepper to taste. Scoop cottage cheese mixture onto tomato wedges. Healthy as well as good. Serves six.



DIRECTIONS: From the word environment make as many words as possible that make you think of your surroundings. The letter may appear anywhere in the word.

Environment

Flowers & Wind...



SKILLS: Running, dodging

EQUIPMENT: None

NUMBER OF PLAYERS: Two equal groups of players

OBJECT OF THE GAME: For the flowers to keep from being caught by the wind.

PROCEDURE:

The players are divided into two equal groups, each group having a goal marked off at opposite sides of the playground, with a long neutral space between them.

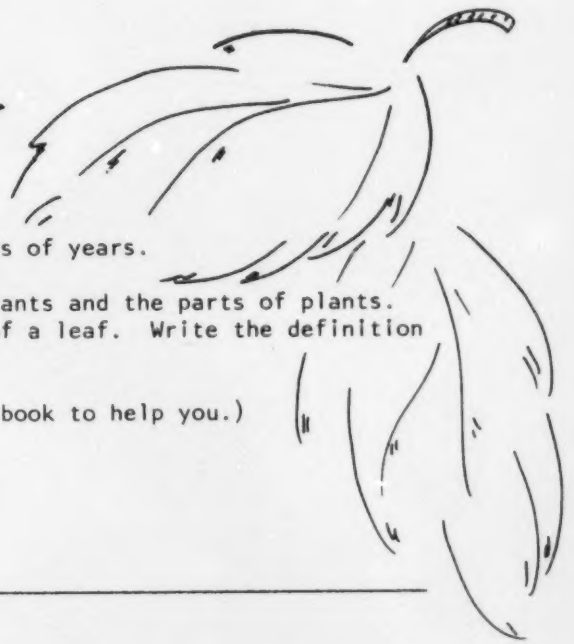
One group chooses the name of a flower which they represent, such as daisy, lily, lilac, etc. They then skip over near the goal line of the opposite group.

The opposite players representing the wind stand in a row back of their goal line, ready to run, and guess the name of the flower chosen by their opponents.

When the right flower is named, the group turns and runs home, the wind chasing them. Players caught by the wind before reaching their goal become prisoners and join the wind.

The remaining flowers repeat their play, taking a different name each time. This continues until all of the flowers have been caught. Each group may alternate in being flowers.

Leaves...



Scientists have studied plants for hundreds of years.

As part of their study, they have named plants and the parts of plants. Below are some words that name the parts of a leaf. Write the definition of each word on the lines.

(Use a dictionary, encyclopedia, or other book to help you.)

blade_____

petiole_____

stipule_____

Find two leaves from different trees. Observe them closely. Then write a paragraph telling how they are alike and how they are different. Use complete sentences.

_____

_____

_____

_____

_____

_____

WIND CHIMES

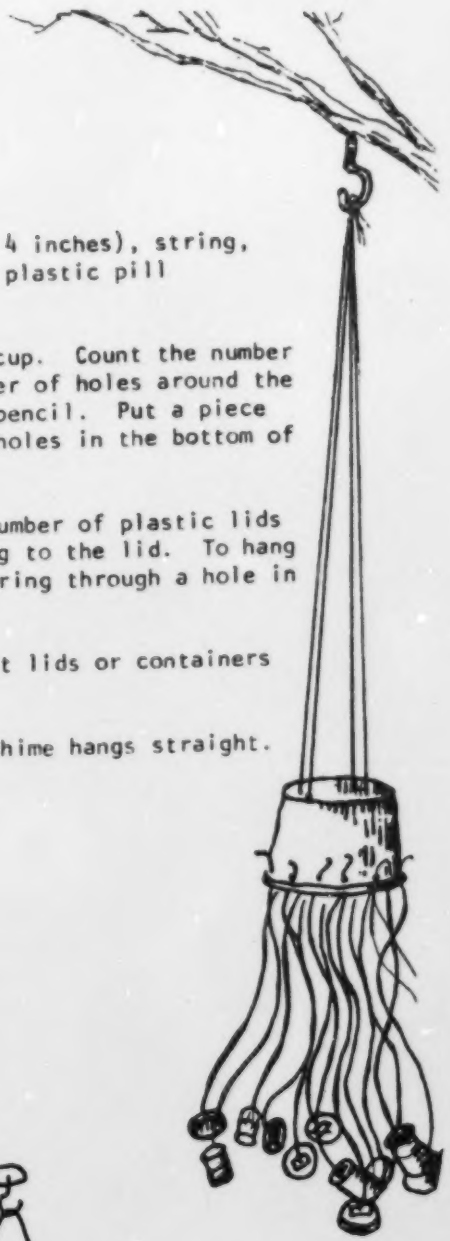
To make a wind chime, use a plastic food cup (about 4 inches), string, tape, and lots of little hard plastic lids or empty plastic pill containers.

Using a pin insert four holes in the bottom of the cup. Count the number of lids or containers you have and insert that number of holes around the top edge of the cup. Enlarge the holes by using a pencil. Put a piece of string at least 24 inches long through the four holes in the bottom of the cup. Tie the ends together.

Cut pieces of string about 10 inches long for the number of plastic lids or containers you have. Tape one end of each string to the lid. To hang each lid or container, push the other end of the string through a hole in the edge of the cup. Tie a knot in it.

HINT: Make sure you do not hang all of the heaviest lids or containers on one side.

Adjust the string in the bottom of the cup so the chime hangs straight.



DIFFERENT TYPES OF CHIMES

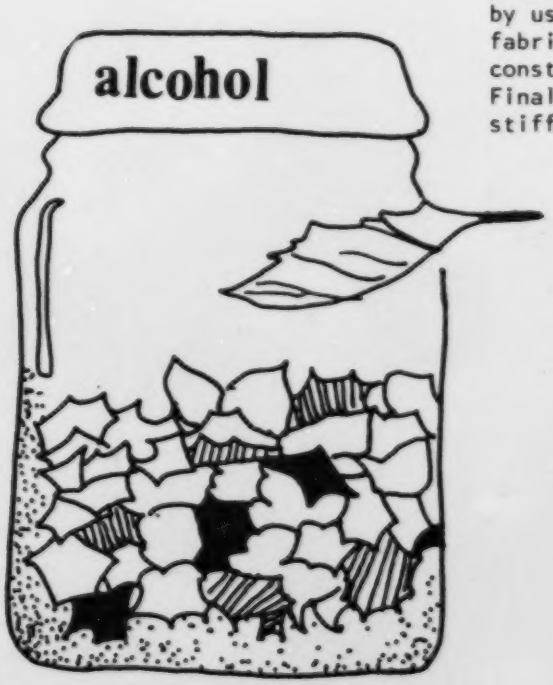
Shell Wind Chime: Tape strings of sea shells to the inside of a small plastic or clay flowerpot. Take a heavy piece of string and tie a knot in it. Pull the string through the hole in the bottom of the flowerpot so that the knot catches on the inside.

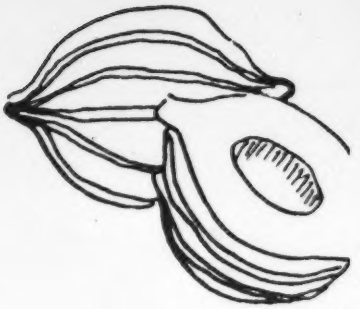
Bamboo Wind Chime: Tape pieces of string to short bamboo tubes. Tie each piece of string around a bamboo stick. Put a long piece of string through the bamboo stick and tie the ends together.

Patches of Autumn .....

Your students can make colored dyes from autumn leaves with the help of hands to crunch and several bottles of alcohol. First, have children gather lots of autumn leaves and sort them by color. Covering the surface with newspaper, have children crunch their leaves into very small pieces and put them in glass jars. Direct them to use a different jar for each leaf color. Then pour alcohol over the top of the leaves. Allow some of the alcohol to evaporate and cover the jar overnight.

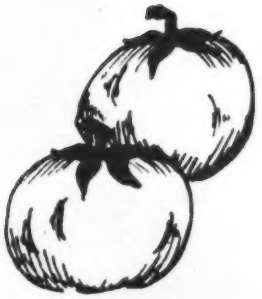
When the color has been drawn from the leaves, remove the leaves. Have students dip small pieces of cloth into the dye. Long thin strips make perfect bookmarks and the medium square pieces make good background for autumn pictures. Have students add finishing touches by using fineline markers, stitchery or fabric crayons. The cloth can be mounted onto construction paper and used also as cards. Finally, spread sizing on the cloth to make stiffer and easier to work with.

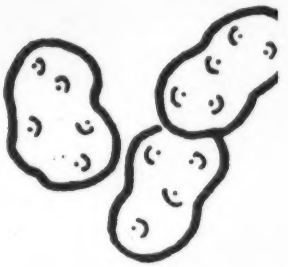




WORD HUNT

HARVEST FOODS





m y t a m i t n o j
c a r r o t s r k e
s m p o t a t o e s
e s b l p e q c e i
o e e p e p p e r s
t d a b a s n a n c
a d n w s q u a s h
m i s a r a t g o n
o e l l i b s r a m
t u r n i p s d e r

beans
beet
carrots
corn
maple sugar
nuts
peas
peppers
potatoes
squash
tomatoes
turnips
yams

Creepy Crawler Racetrack

Insects move in many different ways. Some hop, some crawl, some run, some glide. Demonstrate different kinds of insect locomotion by challenging pupils to find insects to compete on a creepy crawler racetrack.

Nature is brimming with bugs now, so pupils should have little difficulty catching athletes for the race. Any insect that can't fly will be appropriate, but you might show pupils pictures of some bugs to look for, such as ants, grasshoppers, beetles, and so on. Hand out containers such as margarine tubs with small breathing holes punched in plastic tops, and give pupils a day to find insects. Tell pupils to look for the speediest insects they can find to race. Meanwhile, you should catch some of the slower ones, such as worms and caterpillars, to use in demonstrating different forms of movement. Tell pupils which insects bite, and warn them not to collect bugs at a large nesting site like an anthill.

Make the creepy crawler racetrack by cutting a 12" circle from poster board. Color in the center, then draw a line around the circle every three inches to mark the bugs' "progress" down the track. At the start of each race, place two competitors under a cup in the center of the circle. As you ring a bell, a pupil can lift the cup. Use a stopwatch and record the time when one of the pair crosses the outermost line. Begin by racing the same type of insect, such as ant against ant. Then race the fastest ant against the fastest cricket, for example, until you have a champion. Discuss the characteristics of the insect, such as the shape and size of its body, that contribute to its speed.

Plant Jewelry.....

WHAT TO USE:

Choose any of these plant parts,

seeds	leaves
stems	flowers
roots	fruits

(Plant products such as toothpicks, cotton, clothespins, etc.)

OTHER THINGS YOU MIGHT NEED:

paste	string or wire
cardboard	scissors
clear food wrap	

WHAT TO DO:

1. Think about each of these objects.
2. What plant parts would you use to make each object? Write these parts down beside each object.

OBJECTS	PLANT PARTS
a. necklace or bracelet	example: seeds, beans, nuts.
b. doll or toy	_____
c. wall picture	_____
d. mobil	_____
e. place mat	_____
f. toy fort or house	_____

3. Choose one of the objects above. Make it using plants or plant parts.
4. Display what you make in class.

WHAT DID YOU LEARN?

1. Which object did you make?
2. Why do you think plants are important?

ON YOUR OWN:

Have students look around their classroom, school, and home. Have them list all the objects which are made from plants or plant parts.

Display their list on a chart in the room.

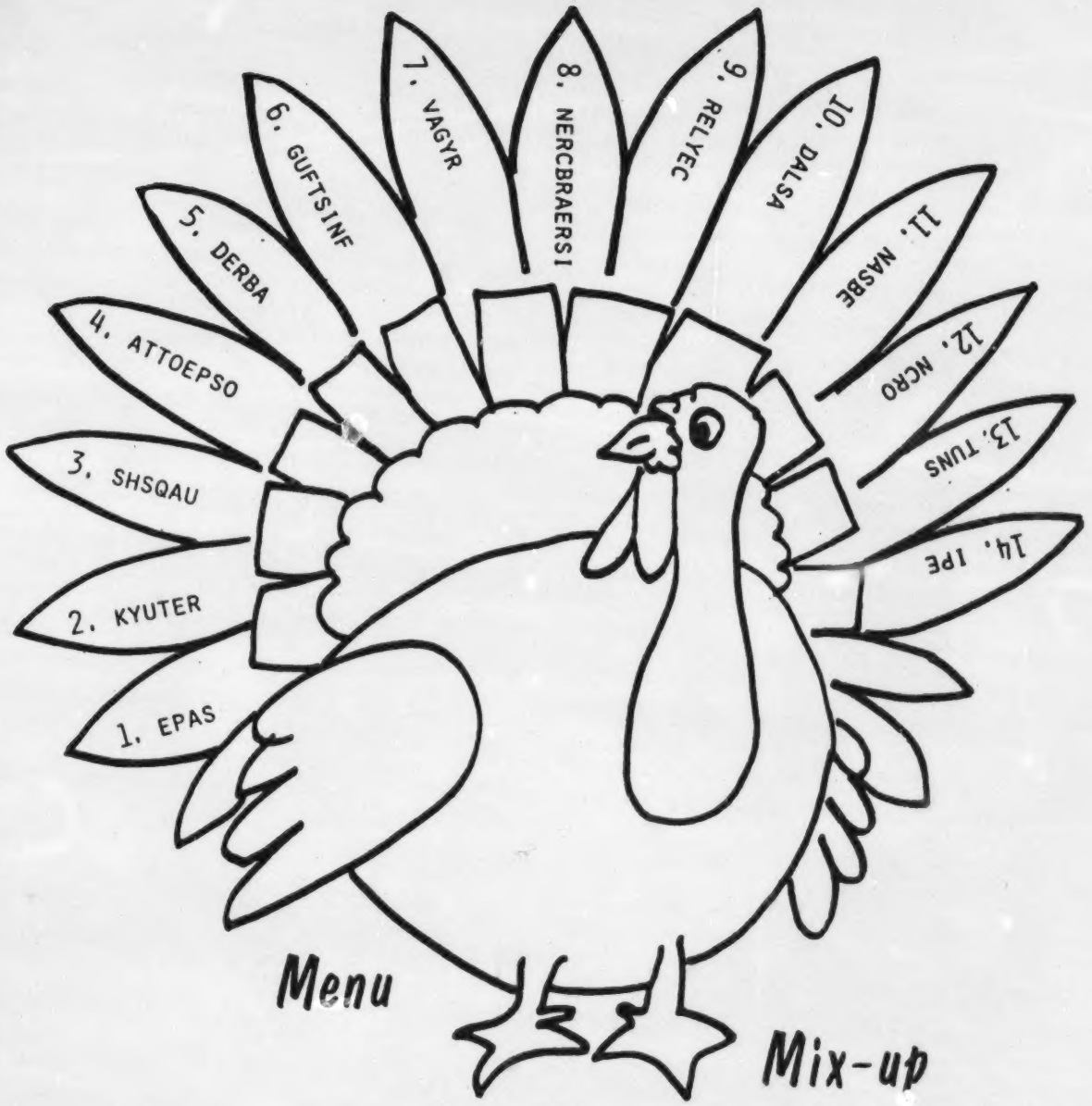
Story Starters

Try these story starters as springboards for creative writing or for spontaneous speeches.

The Maple Leaf that Wanted to Play Soccer
Johnny Leaf Lost at Sea
The Mysterious Leaf Family of Stump Forest
The Cloud that Couldn't Cry
If I Were Invisible

Stir up your own imagination and add to the list when used for creative writing, concentrate on originality and imagination rather than spelling, grammar, and handwriting.

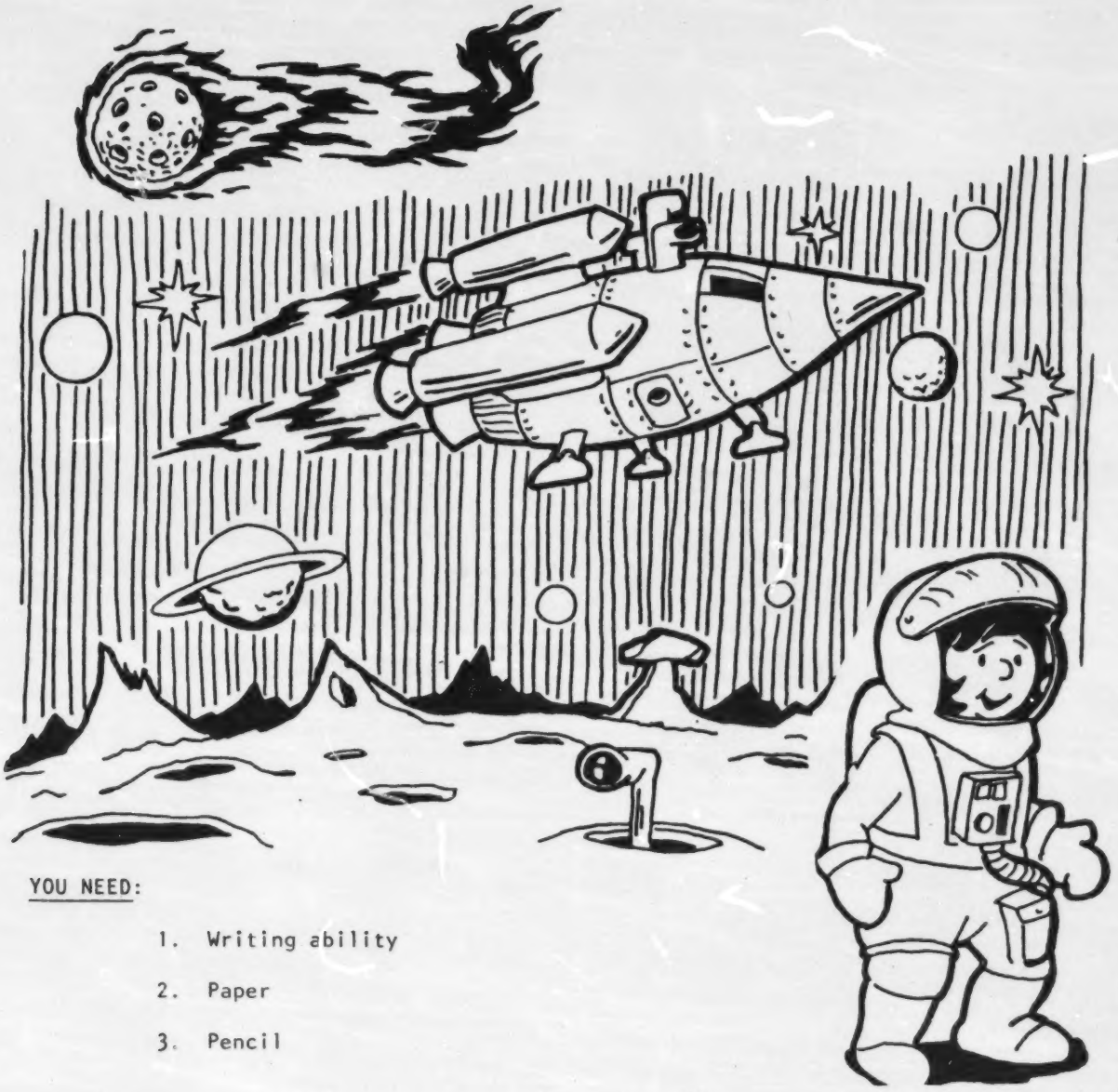
Spontaneous speeches are great time fillers for those five or ten extra minutes that crop up at the end of a lesson. Have a volunteer pick a story starter and begin. He gets to a crucial point, then chooses someone else to add to the story. Avoid the embarrassment that can come with a mental block, by not insisting that a story be completed. Nourish their imaginations, put your priority on originality, and you will see their self-confidence and imagination grow.



Menu Mix-up

UNSCRAMBLE THE FOOD IN THIS THANKSGIVING FEAST. WRITE THE WORDS BELOW.

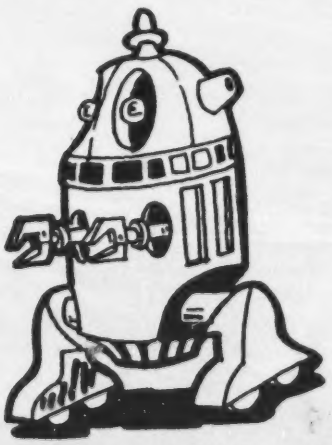
1. _____ 8. _____
2. _____ 9. _____
3. _____ 10. _____
4. _____ 11. _____
5. _____ 12. _____
6. _____ 13. _____
7. _____ 14. _____



YOU NEED:

1. Writing ability
2. Paper
3. Pencil

Using the picture on this task card as "inspiration," write either a description of the scene or a story about it. In either case, tell why you would like to be a part of the picture.

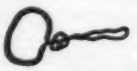


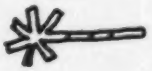
A Windy Day.....

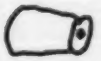
First you need a good breeze then add to it a bunch of super bubbles. For great big bubbles that are long-lasting use this formula:

2 cups clean warm water
6 tablespoons glycerine (buy this at a drugstore)
6 tablespoons liquid dishwashing detergent
a dash of sugar

Mix all ingredients with an eggbeater or wire whisk in a clean bowl.

1. To make bubble blowers bend one end of a wire into a loop. 

2. Or cut the end of a straw like this: 

3. Or punch a hole in the bottom of a paper cup. 

4. Or for a super minibubble blower, tape seven straws together like this:

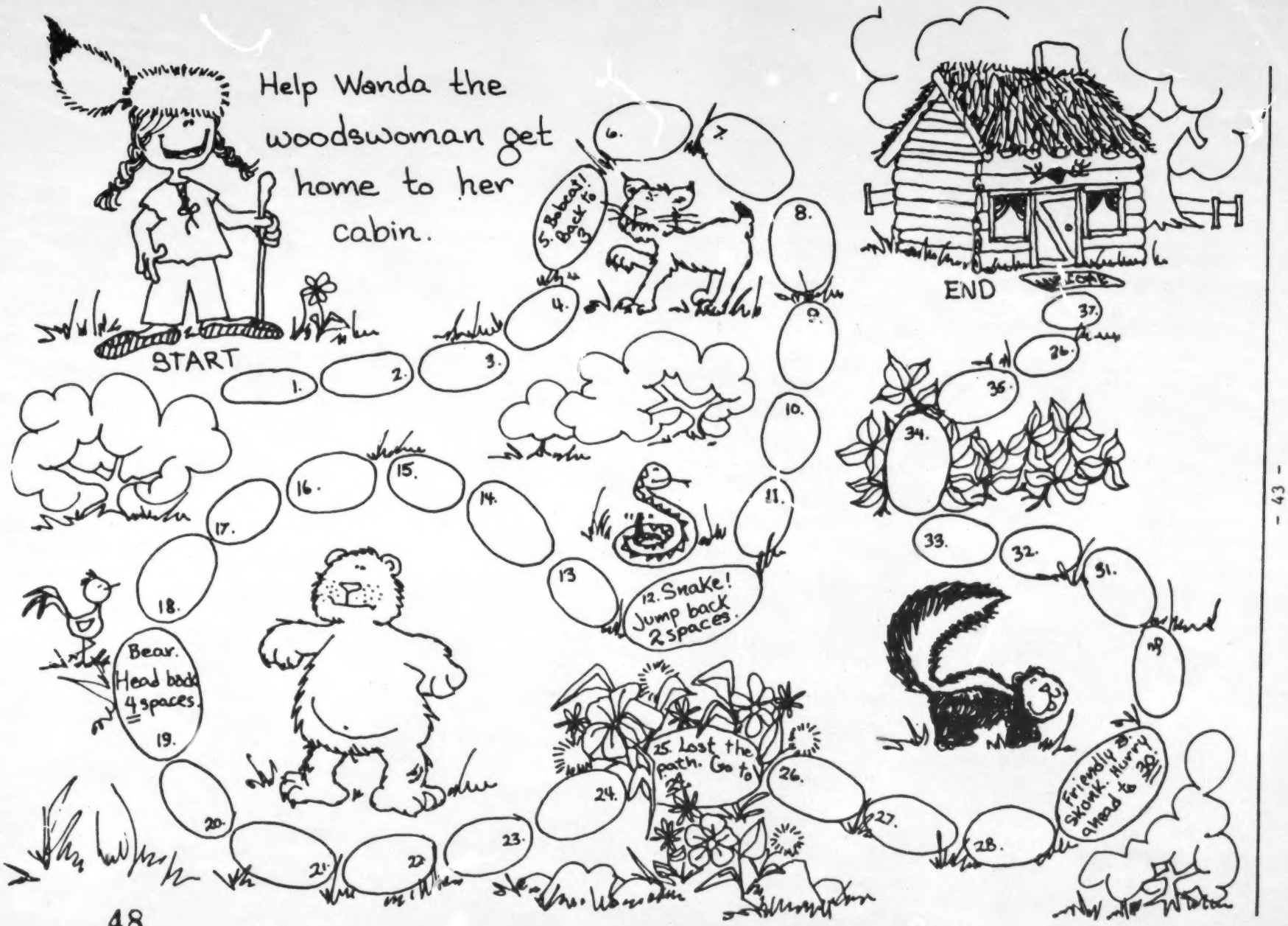
5. Outside, in a breeze, dip your blower into the bubble mix and...

   Watch the bubbles float in a gust of wind.

   With a friend or by yourself play float and catch.

   Chase the bubbles until the wind pops them!

DIRECTIONS: Help Wanda the Woodswoman get home to her cabin. You may also use this gameboard for math or reading. In order to advance you must answer flashcards correctly.


Help Wanda the woodswoman get home to her cabin.
START
END
5. Bobcat! Back to 3
12. Snake! Jump back 2 spaces.
Bear. Head back 4 spaces.
25. Lost the path. Go to 24.
Friendly Skonk. Hurry ahead to 30.

Camping Fun

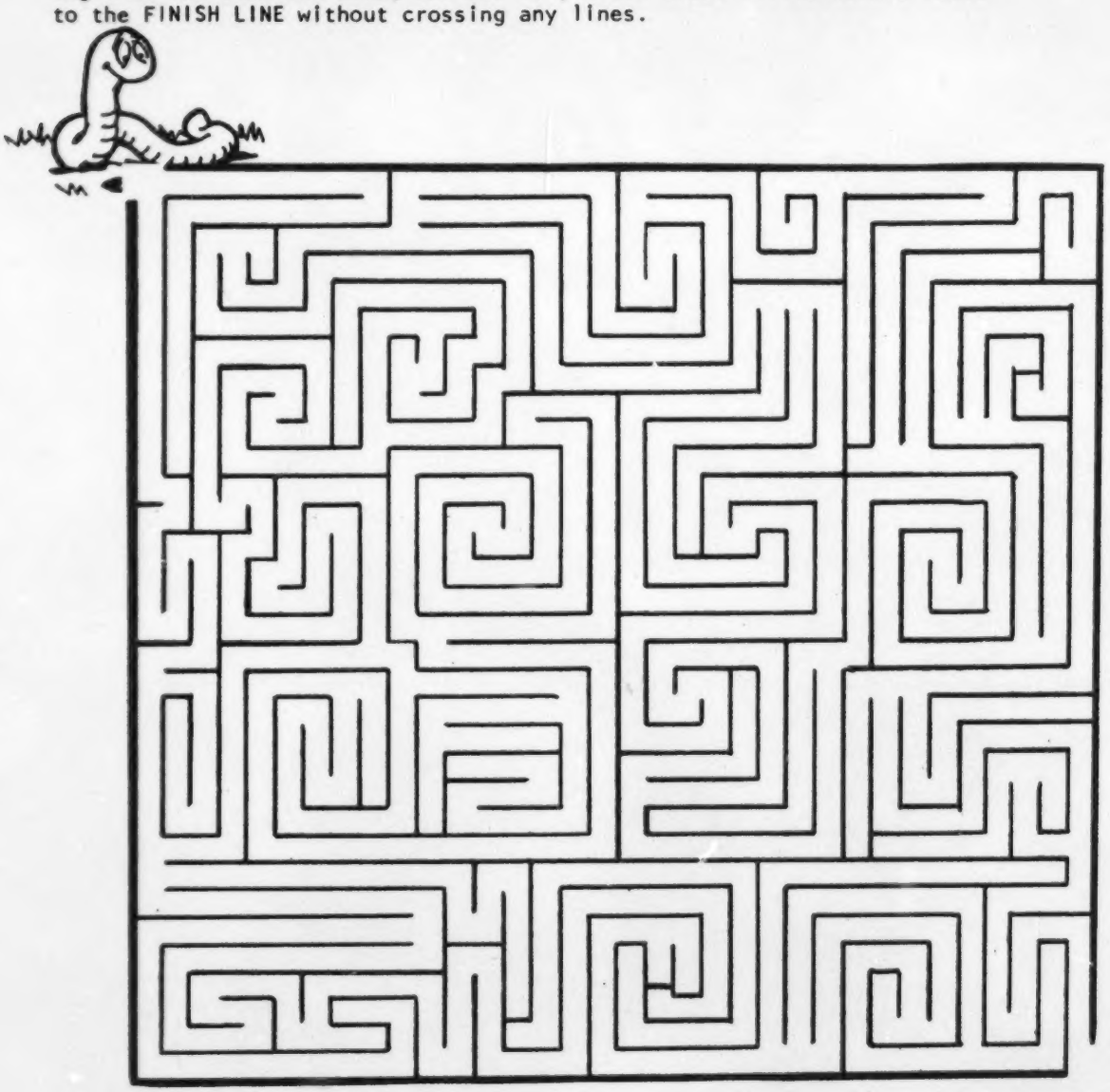
S A L A T A B L E P A
M L A T E B O C O O K
A W E R O C K A B Z E
R B O E T K L M A E T
S I G E P I C P H A P
H R I C O I O I E S F
M D N P T U N N G T O
A Q U A R C A G H A X
L K H O T D O G B P S
L D I C J P B Q F A C
O H N O L E M U R N G
W G J A C K E T T Y A

Bird
Table
Tree
Cook
Pot
Jacket
Fox
Marshmallow

Sleeping Bag
Ax
Hot Dog
Camping
Pan
Rock
East

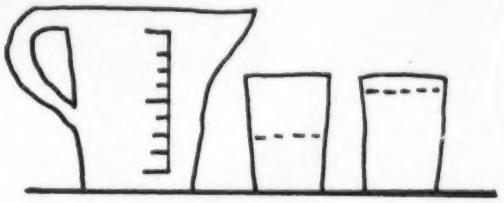
Willie's Maze....

Begin at the STARTING LINE, and see if you can trace Willie Worm's route to the FINISH LINE without crossing any lines.

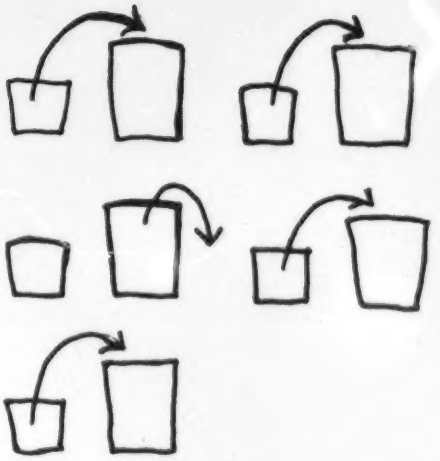


Paper-Cup Puzzle

Here is a way to challenge your friends to measure out 4 ounces of water using only a 3-ounce cup and a 5-ounce cup. They can work the puzzle out on paper, but it would be more fun (though messier) to do it with actual cups and water.



Take a measuring cup, put 3 ounces of water into a paper cup, mark the level and cut it off so that it holds no more than 3 ounces. Take anouther paper cup and put 5 ounces of water into it, then cut off at the 5 ounce level. You are now ready to see how logical your friends are. Can they use the two cups to measure out 4 ounces of water?



Now here is what they will be doing: Fill the 3 ounce cup with water and pour it into the 5 ounce cup. Fill the 3 ounce cup again and pour the water into the 5 ounce cup until it is full. An ounce of water should be left in the 3 ounce cup. Empty the 5 ounce cup and pour in the water from the 3 ounce cup. Now fill the 3 ounce cup again. Pour the 3 ounces of water into the 5 ounce cup.

The 5 ounce cup should now hold 4 ounces of water.

Paper-Cup Flowerpots

Paper cups are excellent containers to start new seeds in because they are waterproof and easily crushed and torn.

Punch holes around the bottom of the cup for drainage, fill the cups with potting soil, and plant the new seeds according to the instructions on the packages. When the plant is ready to be transplanted, cut or tear away the paper cup. You can place the new plant in a hole in the ground without disturbing its roots.

IF I HAD BEEN A PILGRIM I WOULD HAVE LOOKED LIKE THIS...

My Thanksgiving menu would include:

Meats _____

_____

_____

Vegetables _____

_____

_____

Salads _____

_____

_____

Desserts _____

_____

_____

Other _____

_____

SOME WAYS NATURE HELPS ANIMALS TO COPE WITH THE COLD

1. Some animals, like woodchucks and bears, hibernate, or sleep during the winter. Their lowered activity and food intake stored in their fat cells keeps them warm.

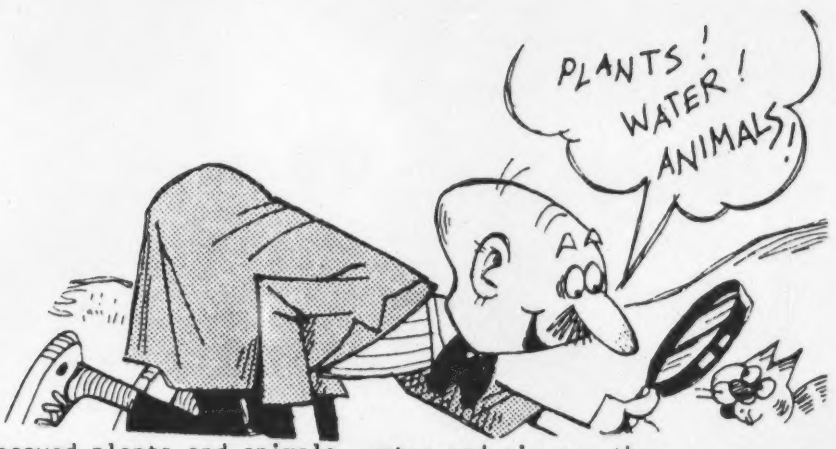
2. Many animals are very active. Ducks can swim in very cold water because the paddling keeps their feet warm.

3. Most animals who live in the cold regions have shorter and thicker legs, necks, ears and tails than those in warm regions.

4. Animals, such as bears, that live in the cold north are larger than those of the same kind in the south. Although the larger animals have more surface area than a smaller animal, their overall size and weight are more important factors.

5. The fur of animals provides many air spaces. Most animals can adapt this air space by fluffing out their fur or feathers or by the growing and shedding of winter and summer coats.

6. Animals in the wild instinctively know how to build shelters of dry leaves and twigs or snow "caves" a little larger than their own bodies. The more the wind packs snow around the "cave" the warmer they are. Their body heat cannot easily escape through the blanket of air and airy snow.



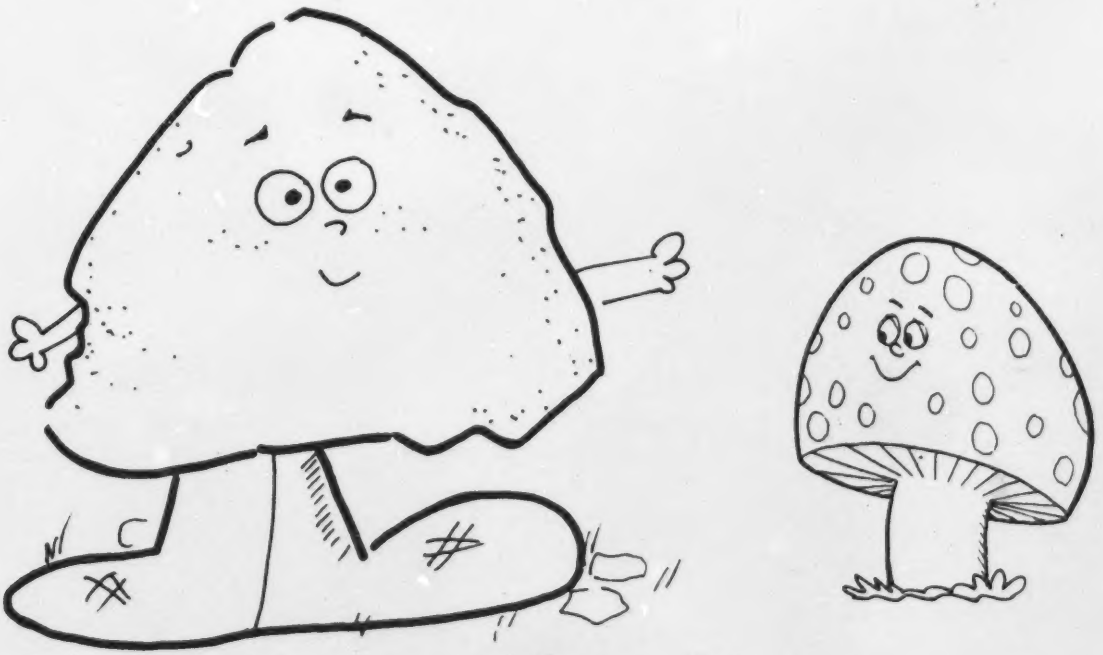
HOW IS SOIL FORMED?

Tiny pieces of rock, decayed plants and animals, water and air are the four basic ingredients for making soil.

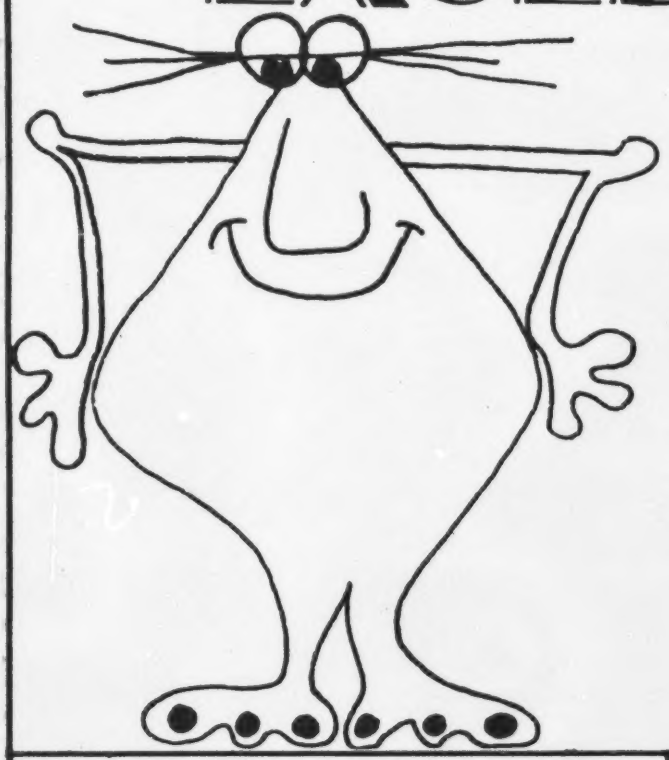
When small pieces of rock break off larger ones, they form the basis of all soil. This breaking can occur in several ways: Through the action of glaciers pushing rocks along the ground and grinding them against other rocks; through the action of chemicals in water eating away at rocks; through changes in temperature causing water to freeze in rocks and crack them open; through the force of wind throwing sand and pebbles against rocks; and through the movement of plant roots splitting rocks apart. This rocky, ground-up material is called the parent material of the soil.

The remains of a dead plant or animal are attacked by bacteria which decompose, or break down. The decaying matter combining with the parent material provides the soil with many nutrients to help new plant growth.

Water and air fill in the spaces between the ground-up rock and decaying matter to provide places for tiny insects to live and for plant roots to grow.



EXCELLENT



To _____

for your outstanding work in Science!

_____

GOOD

For you, _____

you successfully completed 15 science experiments

_____

GREAT

To _____

because you successfully completed 20 science experiments

_____

Composed by: Ann Dale and Dee Ann Lantz, TEC CENTER RESOURCE TEACHERS